

Alice Birney Middle

7750 Pinehurst Street
North Charleston, SC 29420

Grades	6–8 Middle School	
Enrollment	843 Students	
Principal	Phillip Shaw	843–764–2212
Superintendent	Dr. Maria L. Goodloe–Johnson	843–937–6319
Board Chair	Ms. Nancy Cook	843–760–2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	20

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Below Average	Below Average	No

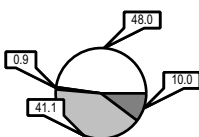
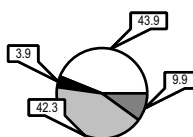
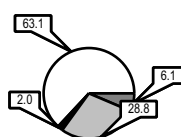
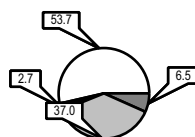
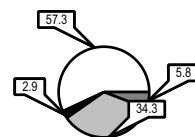
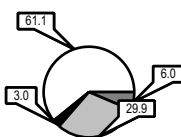
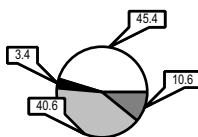
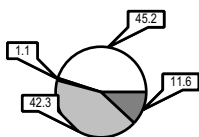
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	756	99.7	47.6	41.4	10.1	0.9	17.1	No	Yes
Gender									
Male	370	99.7	52.9	38.5	7.7	1.0	13.1		
Female	386	99.7	42.7	44.2	12.3	0.9	20.8		
Racial/Ethnic Group									
White	158	98.7	37.3	45.5	16.4	0.7	26.9	No	Yes
African American	528	100.0	50.7	41.8	7.3	0.2	12.6	No	Yes
Asian/Pacific Islander	13	100.0	23.1	15.4	30.8	30.8	61.5	I/S	I/S
Hispanic	55	100.0	53.8	33.3	12.8	0.0	20.5	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	634	99.7	45.4	42.3	11.3	1.1	19.6		
Disabled	122	100.0	59.2	36.9	3.9	0.0	3.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	756	99.7	47.6	41.4	10.1	0.9	17.1		
English Proficiency									
Limited English Proficient	42	100.0	66.7	16.7	13.3	3.3	16.7	I/S	Yes
Non-Limited English Proficient	714	99.7	46.6	42.6	9.9	0.8	17.1		
Socio-Economic Status									
Subsidized meals	579	99.8	49.6	39.1	10.3	1.0	16.3	No	Yes
Full-pay meals	177	99.4	40.0	50.0	9.3	0.7	20.0		

Mathematics – State Performance Objective = 36.7%									
All Students	758	99.7	43.6	42.5	9.9	4.0	23.8	No	Yes
Gender									
Male	372	99.7	44.3	43.0	8.9	3.8	22.0		
Female	386	99.7	43.0	42.1	10.8	4.1	25.4		
Racial/Ethnic Group									
White	159	98.7	37.0	38.5	14.8	9.6	39.3	Yes	Yes
African American	529	100.0	45.9	44.7	7.7	1.7	17.5	No	Yes
Asian/Pacific Islander	13	100.0	15.4	30.8	30.8	23.1	69.2	I/S	I/S
Hispanic	55	100.0	48.7	35.9	12.8	2.6	28.2	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	634	99.7	37.9	46.1	11.4	4.5	27.0		
Disabled	124	100.0	73.3	23.8	1.9	1.0	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	758	99.7	43.6	42.5	9.9	4.0	23.8		
English Proficiency									
Limited English Proficient	42	100.0	63.3	23.3	6.7	6.7	26.7	I/S	Yes
Non-Limited English Proficient	716	99.7	42.7	43.5	10.1	3.8	23.6		
Socio-Economic Status									
Subsidized meals	581	99.8	45.2	40.5	10.1	4.3	23.1	No	Yes
Full-pay meals	177	99.4	37.9	50.0	9.3	2.9	26.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	758	99.6	62.9	29.0	6.1	2.0	8.1
Gender							
Male	372	99.7	64.6	25.2	7.0	3.2	10.2
Female	386	99.5	61.3	32.6	5.3	0.9	6.2
Racial/Ethnic Group							
White	159	98.7	50.4	28.1	15.6	5.9	21.5
African American	529	99.8	67.2	29.8	2.8	0.2	3.0
Asian/Pacific Islander	13	100.0	15.4	46.2	23.1	15.4	38.5
Hispanic	55	100.0	71.8	17.9	5.1	5.1	10.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	634	99.5	59.5	31.3	7.1	2.2	9.3
Disabled	124	100.0	81.0	17.1	1.0	1.0	1.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	758	99.6	62.9	29.0	6.1	2.0	8.1
English Proficiency							
Limited English Proficient	42	100.0	76.7	13.3	6.7	3.3	10.0
Non-Limited English Proficient	716	99.6	62.2	29.8	6.1	1.9	8.0
Socio-Economic Status							
Subsidized meals	581	99.8	62.2	30.0	5.6	2.1	7.8
Full-pay meals	177	98.9	65.5	25.2	7.9	1.4	9.4

Social Studies							
All Students	758	99.5	53.4	37.3	6.6	2.8	9.3
Gender							
Male	372	99.7	51.6	39.8	4.5	4.1	8.6
Female	386	99.2	55.0	35.0	8.5	1.5	10.0
Racial/Ethnic Group							
White	159	98.7	43.0	39.3	9.6	8.1	17.8
African American	529	99.6	57.7	36.7	4.7	0.9	5.6
Asian/Pacific Islander	13	100.0	15.4	53.8	15.4	15.4	30.8
Hispanic	55	100.0	51.3	33.3	12.8	2.6	15.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	634	99.4	50.1	39.0	7.8	3.1	10.9
Disabled	124	100.0	70.5	28.6	0.0	1.0	1.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	758	99.5	53.4	37.3	6.6	2.8	9.3
English Proficiency							
Limited English Proficient	42	100.0	50.0	33.3	13.3	3.3	16.7
Non-Limited English Proficient	716	99.4	53.5	37.5	6.3	2.7	9.0
Socio-Economic Status							
Subsidized meals	581	99.7	54.8	36.7	5.8	2.7	8.5
Full-pay meals	177	98.9	48.2	39.6	9.4	2.9	12.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	306	99.7	48.0	46.2	5.0	0.7	5.7
	8	293	100.0	45.9	45.1	9.0	N/A	9.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	250	99.6	56.2	33.8	8.6	1.4	10.0
	7	227	100.0	41.9	44.5	13.1	0.5	13.6
	8	279	99.6	44.4	45.6	9.1	0.8	9.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	306	99.3	45.5	43.7	8.2	2.5	10.8
	8	293	100.0	51.9	42.1	5.3	0.8	6.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	250	99.6	40.0	39.0	15.2	5.7	21.0
	7	227	100.0	33.5	50.3	11.0	5.2	16.2
	8	281	99.6	53.9	39.8	4.7	1.6	6.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	250	99.6	65.7	27.1	5.2	1.9	7.1
	7	227	100.0	53.9	33.5	8.9	3.7	12.6
	8	281	99.3	67.2	27.3	4.7	0.8	5.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	250	99.6	46.7	37.6	10.5	5.2	15.7
	7	227	100.0	54.5	36.1	6.8	2.6	9.4
	8	281	98.9	57.9	38.1	3.2	0.8	4.0

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 843)				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Down from 21.8%	8.1%	15.5%
Retention rate	7.8%	Up from 2.4%	5.0%	3.0%
Attendance rate	92.3%	Up from 90.8%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%	Down from 10.0%	7.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.8%	Down from 10.0%	7.4%	4.6%
Eligible for gifted and talented	6.7%	Up from 4.7%	7.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.9%	Down from 19.2%	15.3%	13.6%
Older than usual for grade	14.1%	Down from 14.6%	7.2%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.3%	N/R	1.2%	0.8%
Annual dropout rate	3.5%	Up from 1.4%	0.0%	0.0%
Teachers (n= 63)				
Teachers with advanced degrees	58.7%	Up from 51.8%	50.0%	51.8%
Continuing contract teachers	55.6%	Down from 69.6%	67.4%	78.1%
Highly qualified teachers	84.6%	Up from 79.5%	90.3%	89.6%
Teachers with emergency or provisional certificates	20.9%	Up from 11.4%	10.0%	6.0%
Teachers returning from previous year	71.8%	Down from 77.2%	77.8%	85.4%
Teacher attendance rate	95.9%	Down from 96.4%	94.7%	94.9%
Average teacher salary	\$36,366	Down 2.9%	\$39,915	\$41,328
Prof. development days/teacher	16.8 days	Up from 12.0 days	10.6 days	11.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 17.7 to 1	18.8 to 1	21.3 to 1
Prime instructional time	85.9%	Up from 85.3%	87.6%	89.3%
Dollars spent per pupil*	\$7,065	Up 21.5%	\$6,883	\$6,022
Percent of expenditures for teacher salaries*	62.5%	Down from 63.9%	60.2%	61.7%
Opportunities in the arts	Poor	Down from Fair	Good	Good
Parents attending conferences	99.0%	Up from 97.8%	91.5%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Alice Birney is proud of the many successes of our students. Clearly, as demonstrated by the many students who will be attending our local magnet high schools, the education provided at Birney prepares our students to attend any high school he or she may choose. The high schools which our students will attend include: Academic Magnet, School of the Arts, Garrett Academy, and Stall.

Alice Birney and The Citadel have partnered together in the building of a Professional Development Site, which functions as the training ground for new teachers to the profession. This partnership assists with the emphasis on student achievement, high expectations of students and staff, and continued high-quality, standards-based instruction. Teachers have participated in extensive professional development in differentiated and data-driven instruction based on MAP assessment to address student needs.

This past year, Alice Birney had over 90 students enrolled in high school courses including Keyboarding, Algebra I, and French. Of the 40+ students receiving credit for Algebra I, three completed the exam with a perfect score.

Alice Birney was fortunate and proud to have the South Carolina Social Studies Teacher of the Year and the Middle Level Rookie Teacher of the Year on our staff.

Many curriculum changes have been made to better provide for the academic and personal needs of students. Enrichment ELA or Math instructional periods are in place for every student. Every Monday through Thursday throughout the school year, a 21st Century Homework Club is in place to assist students.

We have celebrated a tremendous increase in parental involvement. This year, Alice Birney had an active PTSA that increased in membership by almost 200%. Parents who joined Birney's Booster Club generated over \$4,000 to support our extracurricular programs.

Both our beginner and advanced bands received superior ratings at various competitions this year. In addition, we began a chorus program, which enjoyed great participation. Athletically, the Alice Birney Thunderbirds soared in football, girls' and boys' basketball, and girls' and boys' track and field.

We believe the combination of strong academics and team-building extracurricular activities creates a well-rounded student. We are excited about the opportunity to teach your children. We strive to provide the best of the best and welcome your inquiries.

Phillip Shaw - Principal
Meta Waldon - SIC chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	179	86
Percent satisfied with learning environment	79.3%	69.7%	57.8%
Percent satisfied with social and physical environment	73.3%	69.5%	52.4%
Percent satisfied with school-home relations	27.6%	85.1%	54.1%

*Only students at the highest middle school grade level at this school and their parents were included.